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ABSTRACT

A study was conducted to generate a profile of the movement of State University of New York (SUNY) two-year college students to four-year institutions. In addition, out-of-state and in-state independent institutions, identified as frequent recipients of transfers from SUNY two-year colleges, were surveyed to determine the types of transferee data regularly available from these schools which could serve as the basis for future research. A third intended outcome of the study was the development of a generic follow-up survey form by collecting samples of transfer student follow-up surveys used by members of the SUNY Transfer Counselors Association. Information was collected through surveys, consultations, interviews, and reviews of the literature and data summaries. SUNY transfer student findings included the following: (1) in 1988, a total of 843 more students transferred out of than into New York State colleges; (2) in fall 1990, 5,330 SUNY transfer students were enrolled in 97 in-state independent two-year and four-year institutions and specialized institutions, 320 in City University of New York (CUNY) two- and four-year institutions, and 417 in proprietary schools; (3) among 1990 SUNY associate degree recipients, a total of 32.4% transferred, including 19.5% to other SUNY institutions, .3% to CUNY, 8.6% to in-state independent colleges, .09% to in-state proprietary institutions, and 3.9% to out-of-state schools; and (4) 19 SUNY Transfer Counselors Association members provided their follow-up survey forms, indicating the most commonly used items were on employment status, salary, and current college enrollment. Detailed lists of in-state and out-of-state institutions receiving SUNY transfer students and the numbers of transfers received, a copy of the generic student transfer follow-up survey form developed from the survey, and information on student data available at recipient colleges are included. (PAA)

ED356011

WINTER 1993

A Study of the Transfer Function

IN SUNY COMMUNITY AND TECHNICAL COLLEGES

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A STUDY OF THE TRANSFER FUNCTION WITHIN SUNY COMMUNITY COLLEGES AND TECHNICAL COLLEGES

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WINTER 1993

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The study could not have been carried out without the cooperation of the members of the Ad Hoc Advisory Committee who guided the development and completion of this study: Tommy Annas, Assistant Provost for Institutional Research, SUNY Central Administration; Gabriel Basil, President, Schenectady County Community College; Gary Blose, Associate for Institutional Research, Institutional Research and Planning, SUNY Central Administration; Charles Burns, Director of Educational Services, Office of Community Colleges, SUNY Central Administration; Frank Endieveri, Counselor, Adirondack Community College; Patrick Foti, Senior Associate Director, Admissions, University at Albany; Thomas Freeman, Associate Provost for Planning and Policy Analysis, SUNY Central Administration; Ingrun LaFleur, Associate Vice President for Academic Affairs, SUNY College at Plattsburgh; Thomas Nelson, Grants Officer, Schenectady County Community College; Margaret Pearson, Counselor, SUNY College of Agriculture and Technology, Cobleskill; Peter Sanzen, Faculty Council Representative/Faculty Member, Hudson Valley Community College; David Truax, Associate Vice Chancellor for Access Services, SUNY Central Administration. Also, we greatly appreciate the time taken by SUNY academic officers and transfer counselors who kindly responded to our requests for data and information throughout the study.

A special note of recognition for our departed colleague, Dr. Gene M. Winter, former Director of the Two-Year College Development Center, who unfortunately was not given time to finish this work. We hope that the study is as he would have wished it completed.

LaVerna M. Fadale

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TABLE OF CONTENTS

	Page
I. Overview of Study	1
II. Profile of SUNY Transfer Students	1
General Migration	1
Selecting a Transfer College	2
Transfers to Out-of-State Colleges	2
Transfers to In-State Non-SUNY Colleges	7
Summary Discussion	11
III. Transfer Student Follow-Up and Feedback	12
Non-SUNY Four-Year College Feedback	15
SUNY Four-Year College Feedback Potential	17
IV. Conclusion and Summary	19
Attachment A: Generic Graduate Follow-up Form Based on Most Frequently Identified Items	21
Attachment B: Most Frequently Identified Recipient Four-Year Colleges of SUNY Two-Year Transfers	29

A STUDY OF THE TRANSFER FUNCTION WITHIN SUNY COMMUNITY AND TECHNICAL COLLEGES

I. Overview of Study

The foci of this study of the transfer function within SUNY were developed in conjunction with the members of the Ad Hoc Advisory Committee identified in the Acknowledgments. Two general issues were addressed: a profile of the movement or flow of SUNY two-year college transfer students and transferee feedback from recipient four-year institutions. The SUNY definition (1991) of transfer students was generally adapted to this study: undergraduate students enrolled at a four-year college in a given fall term, ... who had attended other colleges (community/technical) prior to the given fall term and had moved from one institution to another.

Information was collected from surveys, consultations/interviews, review of transfer literature and data summaries from central or comprehensive data sources, specifically SUNY Central Institutional Research/Planning and New York State Education Department Postsecondary Analysis.

II. Profile of SUNY Transfer Students

General Migration

Data regarding net migration of transfer students to and from out-of-state institutions are available for 1988, and do provide an interesting item of information. These data, however, do not provide a breakdown of details regarding characteristics of transferees, institutions and/or sources. As shown, a total of 843 more students transferred out than into New York State colleges in 1988. Within that total, more transferred into the state's independent colleges than out.

NET MIGRATION OF TRANSFER STUDENTS
TO OUT-OF-STATE INSTITUTIONS IN SELECTED STATES, 1988

Transfer Migration, New York State with U.S.:	
- from New York State	5,714
- to New York State	4,871
Net Difference	843
- from New York State public	3,457
- to New York State public	1,286
- from New York State private	2,257
- to New York State private	3,585

Source: U. S. Dept. of Education (NCES) Residence and Migration Tapes
New York State Education Department Postsecondary Policy Analysis for Selected NYS Data

Central Administration Office of Institutional Research, State University of New York, May 24, 1991

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Selecting a Transfer College

Responses to an item of the SUNY Community College Graduate Follow-up Survey, 1987-88, have relevance to this study: "How important were each of the following reasons for attending the college to which transferred?" The summary of responses from all responding colleges indicates that access, cost, location, reputation, and program availability were the most important factors to more than 63% of students in selecting an institution for transfer. Almost 52% also indicated ease of transfer as an important element. College recruitment, advice from others and the social environment were not generally rated as very important to choice of transfer college. A number of other factors important on an individual basis were reported as "other".

SUMMARY, QUESTION G-7, COMMUNITY COLLEGE
GRADUATE FOLLOW-UP SURVEY, 1987-88

G7. How important were each of the following reasons for attending the college to which transferred?

Reasons	Very Important	Somewhat Important	Not Important	D.K.
Ease of Transfer	51.6%	33.7%	12.9%	1.8%
Access/Cost/Location	63.6%	26.8%	9.2%	.3%
Reputation	67.1%	29.0%	3.0%	.9%
Program Availability	68.6%	26.2%	4.1%	1. %
College Recruitment	13.2%	24.1%	53.4%	9.3%
Advice of Others	19.2%	47.4%	31.0%	2.4%
Social Environment	15.8%	36.5%	44.8%	2.9%
Other	54.6%	9.2%	11.3%	24.9%

N = 3,120 respondents from 19 SUNY community colleges.

Source: Central Administration, Office of Institutional Research, State University of New York, February 10, 1992

Transfers to Out-of-State Colleges

A request was sent to members of the SUNY Transfer Counselors Association at 34 two-year colleges (Spring, 1992) for an indication of the availability of information pertaining to students who transfer to out-of-state institutions, to in-state independent colleges, or AA/AS graduates who do not transfer. Information was provided by 21 of the 34 colleges contacted, for a response rate of 61.8%. Out-of-state transfer information availability was indicated by 13 colleges, and a follow-up

resulted in usable out-of-state transfer data from 11 colleges. Similarly, 13 respondents indicated data available regarding transfer to in-state independent colleges, and five colleges shared information. Regarding AA/AS non-transfers, eight colleges indicated information available and five colleges shared it.

Based on responses received, most SUNY two-year colleges have some data about student transfers with degrees, including out-of-state colleges. Two hundred four (204) out-of-state colleges were identified as recipients of SUNY two-year college transfer students. As subsequently illustrated, some out-of-state institutions received several transfer students and were identified by more than one SUNY institution. For example, four or more SUNY colleges listed these institutions as recipients of four or more transfer students during the reported year: Boston University, Fairleigh Dickinson University, Florida Atlantic University, Johnson and Wales College, Northeastern University, Penn State University, Purdue University, Slippery Rock University, University of Maryland, Springfield College, University of Nevada, University of South Florida.

The SUNY Community College Follow-up Survey data also identified a number of these same out-of-state colleges as recipients of SUNY transfers in 1987-88, including among others, Slippery Rock University and University of South Florida. These two sources of information provide a fair picture and resource of out-of-state colleges that are selected for transfer by SUNY two-year college graduates.

REPORTED OUT-OF-STATE COLLEGE RECIPIENTS OF SUNY TWO-YEAR COLLEGE TRANSFERS

	Number of Transfers	Frequency by College
Academy of Arts College	2	2
American Broadcasting School, NC	1	1
American International College, MA	1	1
Arizona State University	8	4
Armstrong State College	1	1
Ball State University	1	1
Barber-Scotia College, NC	1	1
Berkeley University	1	1
Bloomsburg University	4	1
Boston University	6	5
Bowling Green State University	2	1
Bridgeport University	1	1

Brown University	1	1
Bucknell University	1	1
California State Polytechnic University	1	1
California State University	2	1
Carson-Newman College	1	1
Castleton State College, Vermont	4	2
Catholic University	1	1
Central College, Kansas	1	1
Central Connecticut State University	1	1
Central Washington University	1	1
Clark University, MA	1	1
Clemson University	1	1
Coastal Carolina Community College	1	1
College of Charleston, South Carolina	1	1
College of the Canyons	1	1
Colorado State University	4	4
Connecticut College	1	1
Covington College, Georgia	1	1
Delaware State College	1	1
Delaware Valley College of Science/Ag.	1	1
Diesel Technology Institute	1	1
East Stroudsburg University	1	1
Eastern Connecticut State University	1	1
Eastern Kentucky University	1	1
Eastern Mennonite College, Virginia	1	1
Eastern Michigan University	1	1
Elmhurst College	1	1
Embry Riddle Aeronautical College	1	1
Fairleigh Dickinson University	13	5
Fayetteville State University, NC	2	2
Fisk University	1	1
Flagler College	1	1
Fleight School, Oklahoma	1	1
Florida A & M University	1	1
Florida Atlantic University	7	7
Florida Institute of Technology	1	1
Florida International University	7	3
Florida State University	3	2
Foothill College	1	1
Franklin Pierce College	1	1
Gavilan College	1	1
Gannon University	2	1
Geneva College	1	1
George Mason University	1	1
George Washington University	6	1
Georgia Southern College	1	1
Glassboro State College	1	1
Greensboro College	1	1
Grenoble University	1	1
Hampshire College	2	1
Howard University	2	2
Illinois College of Optometry	1	1
Indiana State University	2	2
Indiana University of Pennsylvania	2	1
James Madison University	4	2
Johnson & Wales College	4	4
Kean College, NJ	3	1
Kutztown University	1	1
LaSalle University	1	1
Liberty University	3	2
Lock Haven University	2	2
Loyola College	1	1

Mansfield University	8	3
Marquette University	1	1
Marywood College	5	2
Massachusetts College of Art	1	1
McNeese State University	1	1
Messiah College	1	1
Metropolitan State College, Colorado	1	1
Miami University of Ohio	1	1
Michigan State University	4	2
Michigan Technical University	1	1
Middle Tennessee State	1	1
Millersville University	1	1
Montclair State University	1	1
Montgomery College	1	1
Moody Bible Institute	1	1
Mount Holyoke College	1	1
National Outdoor Leadership School, Wyoming	1	1
Nazarene Bible College, Colorado	1	1
New England Culinary, Vermont	1	1
New Jersey Institute of Technology	1	1
Nichols College	2	1
North Carolina A & T	4	3
North Carolina State University	1	1
Northeastern University	6	4
Northern Arizona University	3	3
Northern Essex Community College	1	1
Northern Kentucky University	1	1
Northern Michigan University	1	1
Northland College of Wisconsin	1	1
Norwich University	1	1
Notre Dame College, NH	1	1
Nova University	3	1
Ohio State University	2	2
Old Dominion University, Virginia	19	3
Oregon Institute of Technology	1	1
Orlando College	1	1
Palmer College of Chiropractic	1	1
Penn State University	4	4
Providence College	2	1
Purdue University	4	4
Queens College, NC	1	1
Ramapo College, NJ	2	1
Redford University	1	1
Rider College, NJ	1	1
Rivier College, NH	1	1
Rosemont College, PA	1	1
Rutgers University	2	2
St. Joseph's College	1	1
St. Leo College	1	1
St. Mary's College	1	1
Salisbury State College	2	2
San Diego State University	1	1
San Francisco State University	1	1
Savannah College of Art & Design	1	1
Savannah State College	1	1
Seattle University	1	1
Seton Hall University	1	1
Shippensburg University	1	1
Simmons College, Massachusetts	3	2
Slippery Rock University, Pennsylvania	4	4
Smith College	1	1
Southern Connecticut State University	2	2
Southern Vermont College	2	2

Southwest Texas University	1	1
Springfield College	7	4
Suffolk University	1	1
Sukei University, Japan	1	1
T. Edison State College, NJ	1	1
T. Jefferson University	1	1
Temple University	3	3
Texas Women's University	2	1
Towson, Maryland	2	2
Trinity College	1	1
Tufts University	1	1
Tuskegee University	1	1
University of Alabama	1	1
University of Arizona	4	3
University of Bridgeport	2	2
University of California	5	2
University of Central Florida	2	2
University of Colorado	3	3
University of Connecticut	4	2
University of Delaware	3	3
University of Findlay	1	1
University of Florida	1	1
University of Hartford	1	1
University of Houston, Texas	3	3
University of Illinois	1	1
University of Iowa	1	1
University of Kentucky	1	1
University of Lowell	4	3
University of Maine	2	1
University of Maryland	10	4
University of Massachusetts	4	3
University of Miami	1	1
University of Michigan	1	1
University of Minnesota	2	2
University of Missouri	1	1
University of Montana	1	1
University of Montevallo, Alabama	1	1
University of Nebraska	1	1
University of Nevada, Las Vegas	8	4
University of New Hampshire	2	2
University of New Haven	1	1
University of New Mexico	3	3
University of North Carolina	8	4
University of North Dakota	1	1
University of Phoenix	1	1
University of Pittsburgh	2	2
University of Redlands	1	1
University of Reno	1	1
University of Rhode Island	1	1
University of South Carolina	1	1
University of South Dakota	1	1
University of South Florida	6	5
University of South Maine	1	1
University of Southern California	3	2
University of Tampa	3	2
University of Texas	3	2
University of Vermont	2	2
University of Virginia	1	1
University of Washington	1	1
University of West Florida	1	1
University of Wisconsin	2	2
Utah State University	1	1

Virginia State University	1	1
Virginia Technical University	1	1
W. Paterson College, NJ	1	1
Wake Forest University	1	1
Washington State University	1	1
Wentworth Institute of Technology	1	1
West Texas State University	1	1
West Virginia University	2	1
Western Carolina University	1	1
Western Connecticut University	4	1
Western Kentucky University	1	1
Western Michigan University	2	1
Western New England College	3	2
Westfield State University	1	1
Westmont College	1	1
Wilkes College	2	1
Williams College	1	1
Wooster College	1	1
York College of Pennsylvania	2	2

Number Out-of-State Colleges Identified: 204

Transfers to In-State Non-SUNY Colleges

Data were provided by Postsecondary Policy Analysis, New York State Education Department, regarding transfer students from two-year SUNY institutions to in-state independent colleges. These data were reported by the college of attendance, fall 1990. The subsequent listing shows that 97 institutions, including independent two-year and four-year institutions and specialized institutions, report 5,330 enrolled transfers from SUNY two-year institutions. Of these, 2,511 transferred with a degree and 2,819 transferred without a degree.

Information was also available from the State Education Department about transfer students from two-year SUNY colleges to institutions within the City University of New York. As illustrated on a subsequent page, a total of 320 students transferred from SUNY to CUNY institutions, 89 holding an associate degree and 231 without a degree. The receiving CUNY colleges are both two- and four-year institutions.

The State Education Department also provided data about the numbers of transfer students from SUNY two-year institutions to in-state proprietary institutions. As subsequently shown, a total of 417 SUNY students transferred to proprietary schools, 26 with a degree and 391 without a degree.

INCOMING TRANSFER STUDENTS FROM TWO-YEAR SUNY INSTITUTIONS
ENROLLED IN NEW YORK STATE INDEPENDENT COLLEGES, FALL 1990
Reported by College of Attendance
Source: New York State Education Department,
Postsecondary Policy Analysis, HEDS

College	Degree	Non-degree
Adelphi University	166	
Albany College of Pharmacy	11	8
Alfred University	26	12
American Academy of Dramatic Arts	3	
American Academy McAllister Institute		2
Bard College	1	5
Barnard College	3	
Canisius College	7	31
Catholic Medical Center, Brooklyn		3
Cazenovia College	10	32
Clarkson College	115	5
Cochran School of Nursing		5
College of Human Services	2	5
College of Mt. St. Vincent	2	7
College of New Rochelle	39	12
College of St. Rose	62	89
Columbia University	1	2
Concordia College	2	6
Cooper Union	1	
Cornell University - Endowed	2	3
Daemen College	19	74
Dominican College of Blauvelt	24	24
Dowling College	91	65
D'Youville College	4	37
Edna M. Clark School of Nursing		3
Elmira College	26	34
Fordham University	8	17
Friends World College	1	
Hamilton College	1	1
Hartwick College	2	7
Helene Fuld School of Nursing		3
Hilbert College		23
Hobart-William Smith College		1
Hofstra University	272	135
Houghton College	5	7
Iona College	25	44
Ithaca College	16	20
Jewish Theological Seminary		1
Keuka College	25	46
LeMoyne College	22	65
Long Island University		
Southhampton Campus	19	24
Brentwood Campus	43	5
Brooklyn Campus	10	14
C. W. Post Campus	172	72
Manhattan College	10	35
Manhattan School of Music		1

Manhattanville College	1		3
Maria College	3		24
Marist College	9		42
Marymount College	6		3
Marymount Manhattan College			2
Mater Dei College	3		34
Medaille College	14		37
Mercy College	80		60
Molloy College	78		
Mt. St. Mary College	14		8
Nazareth College	95		25
New School for Social Research	1		
New York Institute of Technology			
- Central Islip	77		
- Metro Center			10
- Old Westbury	14		114
New York University	36		15
Niagara University	15		72
Nyack College	1		2
Pace University	5		182
Paul Smith's College	1		15
Polytechnic University	1		9
Pratt Institute	19		13
Rensselaer Polytechnic Institute	43		41
Roberts Wesleyan College	19		28
Rochester Institute of Technology	164		276
Sage Junior College of Albany			48
Russell Sage College - Albany	2		
Russell Sage College - Troy	24		32
Siena College	103		35
Sisters of Charity Nursing	3		7
Skidmore College	1		16
St. Bonaventure University	16		19
St. Elizabeth Hospital School of Nursing	2		28
St. Francis College			4
St. John Fisher College	45		72
St. Joseph's College/Suffolk	117		43
St. Joseph's Hospital School of Nursing	6		26
St. Lawrence University	2		4
St. Thomas Aquinas College	17		40
St. John's University	78		77
Syracuse University (excluding Utica)			142
Touro College	9		50
Trocaire College	3		35
Union College	11		6
University of Rochester			51
Utica College, Syracuse University	110		55
Vassar College	3		3
Villa Maria College	3		12
Wagner College	1		4
Wells College	8		6
Yeshiva University			4
TOTALS	2,511		2,819
GRAND TOTAL		5,330	

INCOMING TRANSFER STUDENTS, FALL, 1990
FROM SUNY TWO-YEAR COLLEGES TO CUNY INSTITUTIONS
Reported by College of Attendance
Source: New York State Education Department
Postsecondary Policy Analysis

College	Degree	Non-degree
Borough of Manhattan Community College		24
Bronx Community College		2
Bernard M. Baruch College	15	12
Brooklyn College	2	3
College of Staten Island		5
Hunter College	9	26
John Jay College of Criminal Justice	39	10
Queens College	12	112
York College	10	2
Kingsborough Community College	-	3
LaGuardia Community College	-	11
Medgar Evers College	2	3
New York City Technical College	-	4
Queensborough Community College	-	14
TOTALS	89	231
GRAND TOTAL	320	

INCOMING TRANSFER STUDENTS TO PROPRIETARY INSTITUTIONS
FROM SUNY TWO-YEAR COLLEGES, FALL 1990
Reported by College of Attendance
Source: New York State Education Department
Postsecondary Policy Analysis

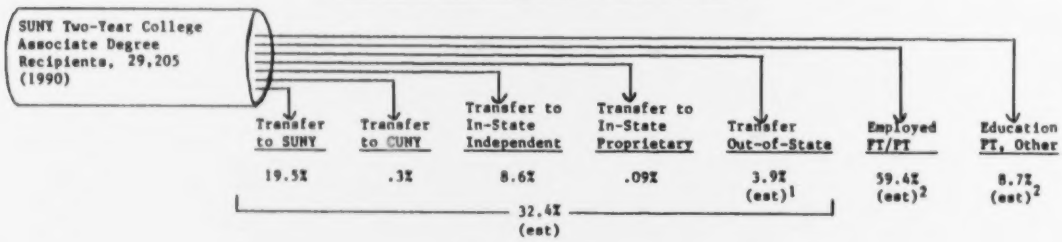
College	Degree	Non-degree
Berkeley College		16
Briarcliffe School		42
Bryant & Stratton	13	173
Central City Business Institute		15
Five Towns College		19
Interboro Institute		1
Jamestown Business College		16
Laboratory Inst. Merchandising	7	4
Monroe College		38
Olean Business Institute		5
Rochester Business Institute	1	21
School of Visual Arts		15
Stenotype Academy		3
Utica School of Commerce		20
Westchester Business Institute		2
Wood School		1
TOTALS	26	391
GRAND TOTAL	417	

Summary Discussion

From responses received it is apparent that most SUNY two-year colleges have information about where their respective degreed transfers go to continue their education, including those transferring out-of-state. Colleges did not provide, nor was it directly requested, a success rate of these transfer students at out-of-state institutions. Information about the status of non-degree transfers is apparently not available as no data about non-degree transfers were identified or shared. This information is available for transfers to SUNY institutions through SUNY Central Administration, including the numbers of credits earned at receiving institution and the type of degree held by the individual who transferred. The degree and non-degree breakout is also available as part of the data provided by the State Education Department as reported by the receiving institution, including in-state independent, proprietary and CUNY institutions.

Using the data collected/available, a "flow" profile of transfer students receiving associate degrees in 1990 was delineated. Based on the information and figures collected, it was estimated that 32.4% of the degree recipients transferred: 19.5% to SUNY; .3% TO CUNY; 8.6% to in-state independent colleges; .09% to in-state proprietary institutions and 3.9% to out-of-state colleges. The estimate for out-of-state transfers was reached by determining the proportion of two-year college degrees granted as reported by the colleges providing numbers for out-of-state transfers, and projecting an estimate of out-of-state transfers to total degrees granted. The estimates of employed and part-time education were based on data from the Graduate Follow-up Survey.

TRANSFER PROFILE: ASSOCIATE DEGREE RECIPIENTS



[1]Basis of estimate: Out-of-state transfer ratio of degrees granted at responding colleges (n=11) applied to total degrees.

[2]Basis of estimate: Item response rate; SUNY Community College Graduate Follow-up Survey, Central Administration, Office of Institutional Research, August 1990.

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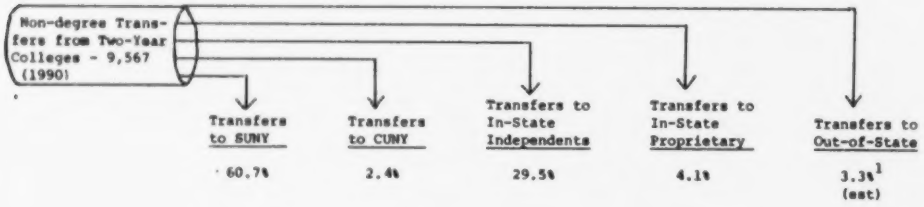
In order to complete the transfer profile, the numbers from data collected and the degreed rates for out-of-state transfer frequency were used in estimating a non-degree transfer profile.

TRANSFER PROFILE: NON-DEGREE TWO-YEAR COLLEGE STUDENTS
(Full- and Part-Time Students)



[1]Basis of estimate: Application of degreed rates of out-of-state transfer frequency to total transfer frequency.

III. Transfer Student Follow-Up and Feedback

The Ad Hoc Task Force recommended that a useful outcome of the study would be a generic follow-up form and/or identification of items used most frequently in seeking feedback from students transferring from SUNY two-year institutions. As part of the original (Spring 1992) SUNY Transfer Counselors Association Survey, a request was made to share a copy of the graduate form used by the local college. Nineteen (19) of the respondents provided their follow-up forms.

A number of similarities were found in the shared follow-up forms. A majority drew items from the SUNY Graduate Follow-up Form which resulted in these commonalities. Differences in item content usually occurred when colleges used the follow-up activity for multi-purposes, such as requesting feedback to specific services or selected aspects of the college experience, in addition to employment, education and goal status information.

ITEM CONTENT FREQUENCY
SUNY TWO-YEAR COLLEGE FOLLOW-UP FORMS
(N - 19 forms)

Item Content	Frequency
Goals	
Reason for degree (job transfer, self/other)	11
Goals met by degree	8
Future plans/Plans to continue education	12
Status of current plans	2
Seeking other employment	1
Employment	
Employment status	19
Occupation/Position	17
Employer identification	17
Annual/Starting salary	18
Importance degree to job	10
Importance program/courses to job	10
Job related to program	13
When job began	9
Job location/county/state	9
Usefulness to job of college experience	3
Satisfaction	
Starting salary	2
Promotion potential	3
Job generally	3
Self-employed	8
Job related to plans when two-year college student	1
Description of job tasks	1
Time not in labor force	1
How found job	1
Education	
College attendance/enrollment	18
Location of college	15
Student status	15
Expected/earned degree	12
Field of study/major	14
Related to two-year programs	11
Why transfer to selected college	10
Usefulness to college work of two-year experience	4
Number of credits that transferred/ courses not accepted	9
Anticipated completion of baccalaureate degree	3
Problems in transfer process	2
Acceptance in program of choice (transfer)	1
GPA	1

Demographics

Ethnic origin	2
High school/graduation year	1
Personal data (phone/address/Social Security number/ curriculum/marital status/semesters enrolled/ financial aid)	8

Assessment of Two-Year College Experience

Needs for better preparation for job/college	2
Rating of two-year college experience/course work, personal/out-of-class experience/instructors/ administrator/support services/students	9
Self-assessment as student	1
Placement assistance/reactions	3
Effectiveness of two-year college experience for achieving personal/academic/career/cultural objectives	1

Miscellaneous

Volunteer as role model/reference	1
Additional comments	1
Nursing specific-tasks, etc.	1
Reason for inability to obtain employment/ continue education	1
Age	1
College attendance previous to current two-year college	1

The analysis of item content of the forms received indicated that 50% or more of the institutions used questions that reflected the SUNY follow-up form addressing employment status, position or occupation currently held, employer identification, salary, importance, relatedness of degree/program to the job, job location, and date employment began. Common questions related to education also mirrored the SUNY form and included reasons for pursuit of a degree, future plans/continuing education, current college of enrollment, location, status, expected degree, major program and relationship to two-year program, why the transfer was made to the particular college, and number of credits transferred. More than 50% of the forms also included items that requested ratings of the two-year college experience, including services, instruction and atmosphere.

A major purpose for the collection of feedback forms was to develop a generic set of follow-up items to serve as a resource for use by transfer counselors and other staff seeking these data. Based on

information provided and its analysis, the commonly used items were compiled into a master form. The frequency of use and topical areas addressed most frequently served as the basis for categories and formatting. The form constitutes Attachment A and includes items dealing with employment, education, goals, college feedback/assessment, placement/recruitment, transfer and demographics.

Non-SUNY Four-Year College Feedback

A listing was developed of 25 out-of-state and in-state independent four-year institutions identified as frequent recipients of transfers from SUNY two-year institutions (Attachment B). The concern for the kinds of feedback about transfers that might be available to two-year institutions led to the design and distribution of a brief survey to the transfer counselors at these four-year colleges for the purpose of identifying feedback that is either provided or available to community/technical colleges.

The one-page survey consisted of a listing of items that were generally confirmed by the ad hoc advisory committee as desirable feedback. Four-year college transfer counselors were asked to check the feedback items that were systematically provided and items which were available upon request. With the advice of the advisory committee, the decision was made to distribute the survey to the out-of-state and in-state colleges identified as recipients of transfer students with full knowledge that the response would be, at best, spotty, and the effort would be done with a "see what happens" perspective.

Responses were received from five out-of-state institutions (University of South Florida, University of Massachusetts, Colorado State University, Fairleigh Dickinson, Boston University) and an inquiry telephone call from a fifth (University of Nevada-Las Vegas). Some out-of-state institutions indicated that they provided transferee identification, credits transferred, major program, level, GPA and degree from primary transferring institution. Feedback items available if requested were identified by some as transferee identification, credits transferred, transfer plus graduation credits earned, cumulative GPA, student graduation/departure, level, major, and term GPA. One

institution indicated that information could be provided upon request within the constraints of the Buckley Amendment. Another indicated that historically GPA information was provided to community (state) colleges, but that lack of resources curtailed that practice.

Two in-state colleges (Utica College of Syracuse University and Marist College) responded. One indicated that feedback would be available only if requested by student name as students are not tracked by transferring institution. The second indicated that all items would be available upon request. The latter (Marist) was asked a question related to the reason for receiving a greater number of non-degree than degree transferees, and the response given was better transferability of credits, particularly in liberal arts.

The limited number of responses precludes any suggestion of implications to the transfer feedback issue, but response content is summed for information purposes.

TRANSFER FEEDBACK: OUT-OF-STATE AND IN-STATE NON-SUNY FOUR-YEAR COLLEGES

Feedback Provided			Feedback Available Upon Request	
Out-of-State	In-State/non-SUNY		Out-of-State	In-State/non-SUNY
2	1	Identification (name, SS#)	4	1
-	1	Credits transferred from: - 2-year institutions	3	2
1	1	- all institutions	2	1
-	1	- primary institutions	2	1
-	1	Transfer plus graduation credits earned at 4-year institution	3	2
-	1	Term GPA earned at 4-year institution on semester-by-semester basis	3	1
-	-	Cumulative GPA earned at 4-year institution	4	1
-	1	Student graduation or departure	4	2
2	1	GPA from primary transferring institution	2	1
1	1	Degree from primary transferring college	-	2
1	-	Level	2	2
2	1	Major	2	2

Out-of-State: N = 5; In-State/Non-SUNY: - 2

SUNY Four-Year College Feedback Potential

An area of concern discussed by the ad hoc advisory committee was the growing need by two-year colleges for information about the performance of transfer students at the four-year level. In response, it was recommended that this study systematically identify questions or data elements that would be helpful to the two-year institutions. The results would then be given consideration to determine if the requests could be accommodated from the existing SUNY database.

A brief tear-off response sheet was developed and distributed in October, 1992 to Chief Academic Officers and Transfer Counselors at SUNY community and technical colleges. Thirty-four individuals, representing 26 SUNY two-year colleges identified needed data elements. Responses were received from academic and transfer officers at 26 colleges; from academic officers at seven colleges; from transfer officers only at 13 institutions; and from multiple campuses at two institutions. The data elements most frequently identified are subsequently summed by frequency of college request:

REQUESTED DATA FOR TRANSFER STUDENTS ENROLLED IN SUNY FOUR-YEAR COLLEGES

Data Element	% Requesting Colleges
Grade point average - including ongoing, end of first semester, at graduation	92.3%
Comparison of transfer-native cohort (GPA, graduation/success rates)	80.8%
Identification of program curriculum at SUNY 4-yr. colleges	69.2%
Number of hours/credits transferred (or not accepted)	46.2%
Degrees granted by program at 4-yr. college	38.5%
Attrition/retention/persistence rate of transfer students	34.6%
Entering GPA	34.6%
Curriculum/program at primary transfer college	23.1%
Placement/employment data upon graduation	23.1%
Graduation date/time required for 4-yr. degree	23.1%
Entering 2-yr. degree held	19.2%
Identification of transfer students at identified 4-yr. colleges	19.2%
Name of transfers	15.4%
Hours/credits completed at 4-yr. college	15.4%

N = 26 colleges

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The element identified by more than 92% of institutions was grade point average --- ongoing, end of first semester and at graduation. More than 80% identified comparison of transfer students to a native cohort on dimensions such as GPA, graduation and success rates. Almost 70% of the colleges requested identification of program/curriculum in which transfer students are enrolled at the SUNY four-year college.

A number of transfer data elements were identified by less than 50% of the colleges. About 46% identified information about hours/credits successfully transferred or not accepted. From 30-40% of the colleges were interested in degrees granted at the four-year colleges and identification of the program in which received, the attrition/retention/persistence rate of transferees, and entering GPA. From 20-29% identified primary transfer college curriculum or program, placement/employment data upon graduation, time required to achieve degree and graduation. More than 15% identified entering associate degree, transferee identification and hours/credits completed at the four-year institution.

A number of data items were requested by fewer than four colleges representing a broad range of topics, including four-year college acceptance rates, composite profile of transferees, relationship of field of study to employment, comparison of GPA between transferees with and without degrees in selected programs plus others as subsequently summed.

REQUESTED BY 3.8% TO 12% (< 4) OF RESPONDING COLLEGES

Acceptance rate by four-year college

Composite profile of each transfer student

Gender/ethnicity of transfer students

Identification of primary two-year college attended

Courses selected by transfer students

Performance by age, sex, marital status

Indication of employment related/not related to field of study

Identification of most frequently requested majors

Identification of graduate program enrollments

Number of semesters attended

Number of credits/semesters needed to achieve four-year degree, anticipated year of graduation

Comparison of GPA at two-year and four-year college

Reasons for not completing four-year programs

Identification of programs/counseling services available to ease transfer process

Profile of program changed by transfer students

GPA comparison of students with and without degree in selected programs; to transfers

Feedback about Dual Admission students

Available qualitative comments

Social Security numbers of transfer students

In summary, a substantial number of SUNY community and technical colleges would like to receive feedback about transferees in SUNY four-year colleges that addresses academic success as transfers and compares their performance to that of native four-year students, that identifies programs in which transferees are enrolled, and that delineates accepted/not accepted credits in the transfer process. Less than 50% of responding colleges identified specific items of transfer feedback requested. Topics included, among others, persistence/attribution rate, entering GPA and placement/employment data.

IV. Conclusion and Summary

It is apparent from the information shared that most SUNY community and technical colleges have information about where their respective degreed students choose to continue their education at four-year institutions both in-state and out-of-state. Information about the status of non-degree transfer students enrolled in SUNY institutions is available through the SUNY centralized database. Data collected from receiving institutions by the State Education Department report transferee enrollments by associate degree and non-degree status.

Based on available data, a "flow" profile of transfer students receiving SUNY associate degrees in 1990 was estimated including these specifics: 32.4% of degree recipients transferred -- 19.5% to SUNY; .3% to CUNY; 8.6% to in-state independent colleges; .09% to in-state proprietary institutions and 3.9% to out-of-state colleges. Of the non-degreed SUNY transferees, 60.7% chose SUNY; 2.4% CUNY, 29.5% to in-state independents, 4.1% to in-state proprietary institutions, and 3.3% out-of-state.

In order to serve as a resource, a generic follow-up form was developed through identification of commonly used items by community and technical colleges. Using the shared follow-up forms currently in use as the basis for content analysis, more than 50% of institutions used questions which reflected the SUNY follow-up form regarding employment status, occupation/position, employer, salary, relationship of degree/program to job, location, and initial date of employment. Common questions related to education tended to also reflect the SUNY form with questions focusing on reasons for pursuit of degree, why the college of enrollment, location, status, expected degree, major program and relationship to two-year program, and number of credits transferred. More than 50% of responding colleges sought feedback regarding the two-year college experience, including services, instruction and atmosphere.

SUNY community and technical colleges identify a growing need for feedback about the academic performance, GPA of transferees with particular interest in comparison to performance of native four-year college students. The extent to which two-year college credits or hours are accepted by recipient colleges is also of major interest.

Within the SUNY centralized database, the potential may exist for providing the requested information or developing special studies to address the areas of expressed needs. The topics identified by this study systematically sought identification of areas for which additional or specialized information are requested, and to serve as a basis for further considerations or study.

In closing, the opportunity to transfer is an important component of the educational process at community and technical colleges. The two-year institution often provides an entry point to higher education for a large number of students, who later choose to transfer. The interest of community and technical colleges for improved feedback and information regarding transferee performance is geared to facilitate this transfer process through improved programs and services. In so doing, the transfer option will continue as an effective access to all levels of higher education.

ATTACHMENT A

GENERIC GRADUATE FOLLOW-UP FORM BASED
ON MOST FREQUENTLY IDENTIFIED ITEMS

A. ITEMS IDENTIFIED BY 80-100% OF RESPONDENTS:

Employment Items (from SUNY Central form)

1. What is your primary employment status? (check only one)

   ( ) Employed full-time (30 or more hours per week)
   ( ) Employed part-time (less than 30 hours per week)
   ( ) In the military
   ( ) Not employed, seeking employment
   ( ) Not employed, not seeking employment
   ( ) Retired
   ( ) Other (please explain)

   _____

2. If you are currently employed, what is your primary occupation?
   ___ ___ ___ (enter three digit code from attached list)

   Actual occupational title _____

3. If you are currently employed, what is your current ANNUAL salary (to the nearest $1,000)? _____

4. If you are not self-employed, what is the name of your employer (i.e., company, agency)?

   _____
   _____
   _____

Education Items (from SUNY Central form)

5. If you are currently attending a college, university or training program:

   _____
   Name of Institution

   _____
   Location (City, State)

   _____

6. What is your current status?

   ( ) Full-time student
   ( ) Part-time student

B. **ITEMS IDENTIFIED BY 50%-79% OF RESPONDENTS:**

Goals Item (from SUNY Central form)

7. What best describes your most important reason for earning a college degree? (check only one)

   ( ) To increase my chances to get a specific job or a better job
   ( ) To prepare me to transfer to a four-year school
   ( ) To reach other goals, such as self-fulfillment

Employment Items (from SUNY Central form)

8. If you are currently employed:

   1. Were the following important in getting your current job?

      a. Finishing my degree or certificate program

         ( ) Yes
         ( ) No

      b. The specific program of study

         ( ) Yes
         ( ) No

   2. How closely is your current occupation related to your program at college?

      ( ) highly related
      ( ) slightly related
      ( ) not related/not applicable

9. When did you begin to work in your current position?

   (Year) _____

Education Items (from SUNY Central form)

10. How important were each of the following reasons for attending the college to which you transferred? (Circle the best response for each reason.)

(Continued)

	Very Imp.	Some. Imp.	Not Imp	Don't Know
a. Ease of transfer	1	2	3	4
b. Access (i.e. cost, location)	1	2	3	4
c. Good academic or vocational reputation	1	2	3	4
d. Availability of program	1	2	3	4
e. Recruitment by this institution	1	2	3	4
f. Advice by others	1	2	3	4
g. Social environment	1	2	3	4
h. Other (please explain) _____	1	2	3	4

11. If you are not currently attending a college, university, or training program, what plans do you have to continue your education?

    ( ) No plans at this time
    ( ) I plan to attend college, university or some other training program in the near future.

12. What degree do you expect to earn at the completion of your current studies?

    ( ) One year certificate or diploma
    ( ) Associate level
    ( ) Baccalaureate level
    ( ) Post-baccalaureate level
    ( ) Specific skills or learning, but no degree

13. What is your major field of study? ___ ___ ___ (Enter three digit code from attached list.)

    Actual name of major _____

14. How related is your current field of study to your community college degree program?

    ( ) Highly related
    ( ) Slightly related
    ( ) Not related/not applicable

Feedback/Assessment Items (Examples from college follow-up forms)

15. How did your academic experience prepare you for your current activities?

    ____ Very well ____ Well ____ Adequately
    ____ Poorly ____ Very poorly

    Comments:

16. What could we have offered you that would have better prepared you for your present college?

17. How well did the college prepare you for your present job? or current studies?

____ Excellent preparation
____ Good preparation
____ Adequate/satisfactory preparation
____ Less than adequate preparation
____ Inadequate/poor preparation
____ Not applicable

18. What problems did you encounter as a transfer student?

____ No problems
____ Credits not accepted
____ Underprepared
____ Other

19. Did your course work at the college help you change your mind about anything significant? If so, why and how?

20. While attending the college, how many of your instructors could be described as follows:

	Most All	Many	Some	Most None	NA
Knowledgeable about subject					
Enthusiastic about subject					
Encourage creativity					
Organize courses well					
Intellectually stimulating					
Good examinations					
Made abstracts, ideas understandable					
Taught at reasonable pace					
Caused one to think and question basic values and beliefs					
Graded fairly					
Clearly communicated objectives early in semester					
Available to discuss problems					
Challenging to work beyond ability level					
Related course work to the real world					

21. After leaving the college, once you decided to look for work, how long did it take you before finding a job?

____ Had a job while in college
____ A few weeks
____ A few months
____ Six months to a year
____ Over a year
____ Still looking
____ Did not seek a job

Examples of Items Seeking Goal Achievement Feedback
(from college follow-up forms)

22. What would you say your chances are of actually going as far in your education as you anticipate?

____ Excellent - 9 out of 10 chances
____ Very good - 7/8 out of 10
____ Good - 5/6 out of 10
____ Fair - 3/4 out of 10
____ Poor - 1/2 out of 10
____ I have completed all my education

23. How effective was your experience at the college in achieving the following goals that were important to you?
(3 = very effective, 2 = somewhat effective, 1 = not effective, 0 = not a goal)

Academic goals	3	2	1	0
Transfer to a four-year inst.				
Meet requirements to enter professional/graduate school				
Increase knowledge/understanding				
Increase desire/ability to learn				
Develop skills in expressing myself orally				
Develop skills in expressing myself in writing				
Improve reading skills				
Preparing for continued personal/ intellectual growth after college				
Personal goals				
Improve self-confidence				
Improve self-image				
Improve leadership				
Improve ability to get along				
Develop a sense of personal responsibility				
Develop an interest in new ideas				
Increase my desire to undertake self-directed learning				
Learn how to participate as a citizen				
Career goals				
Discuss my vocational interests				
Develop a new career				
Attain specific skills useful to a job				

(Continued)

	3	2	1	0
Improve my chances of making more money or being promoted				
Attain a degree required for present/future job				
Improve professional status				
Develop a clear idea of career goals				
Social/cultural goals				
Increase appreciation of art architecture and other visual arts				
Increase appreciation of symphony, opera, other forms of musical performance				
Increase appreciation of theater, plays and other forms of cultural expressions of performing arts				
Become involved in social activities				
Become involved in political activities				
To take a few courses without getting a degree				
To learn what I need to know about starting a business				
To meet people with interests/ beliefs different from mine				
Learn how to get along with others				
Develop ability to become independent/self-reliant				
Demonstrate to others I can survive in college environment				
To learn to think quantitatively				
Learn more about myself				
Learn more leadership skills				

C. **ITEMS IDENTIFIED BY 40%-49% OF RESPONDENTS:**

Goal Items (from SUNY Central form)

24. a) If you were coming back to campus, what areas would you like to explore at this time? _____

_____

b) What thoughts, words, images come to your mind as you think about the college? _____

c) Would you attend this college again if you had it to do again? _____

25. If you chose Selection 3, Other ...., were your goals met by your college degree)?

( ) Yes
( ) No

Employment Items (from SUNY Central form)

26. When did you begin to work in your current position? Year ___

27. In what county and state do you work?

County _____State_____

28. Are you primarily self-employed?

( ) Yes
( ) No

Sample Placement/Recruitment Items (from College forms)

29. If you would like job search assistance from this office, please indicate the type of assistance needed:

____ Job referral
____ Credential service
____ Resume information
____ Cover letter information
____ Interview information

30. a) Would you recommend coming to this college to a prospective student? _____

b) Would you be willing to serve as a referral for students interested in attending your choice of school? ____

31. Would you like to be notified of jobs in your major and/or are you in need of the placement services at this time? _____

32. While a student, I participated in

____ Internships
____ Cooperative education
____ Placement workshops
____ Job search workshops
____ Use of placement services

Sample Transfer Items (from College forms)

33. If any of your courses graded C or above were not accepted in transfer, please list. _____

_____

34. What is your grade point average after your first semester at the transfer college? _____

Most Frequently Requested Demographic Information By Responding Colleges

Permanent address or address changes
Telephone
Social Security number
Ethnic heritage
Age/Age category
Curriculum/Program/Department
Graduation date

Listing of Resources

Items, format and other information related to follow-up forms appeared in a range of materials shared by the two-year colleges listed below plus information from the SUNY Graduate Follow-up Form:

Adirondack Community College
Broome Community College
Community College of the Finger Lakes
Corning Community College
Dutchess Community College
Erie Community College
Fulton-Montgomery Community College
Genesee Community College
Herkimer County Community College
Hudson Valley Community College
Jefferson Community College
Monroe Community College
Niagara County Community College
Rockland Community College
Sullivan County Community College
SUNY College of Agriculture and Technology at Cobleskill
SUNY College of Agriculture and Technology at Morrisville
SUNY College of Technology at Canton
SUNY College of Technology at Farmingdale
Ulster County Community College
Westchester Community College

ATTACHMENT B

Most Frequently Identified Recipient Four-Year Colleges
of SUNY Two-Year Transfers

- - - -

In-state Independents (20+ transfer students, N = 39) (continued)

	Degree	Non-degree
Mercy College	80	60
Molloy College	78	
Nazareth College	95	25
New York University	36	15
Niagara University	15	72
New York Institute of Technology		
- Central Islip	77	
- Old Westbury	14	114
Pace University	5	182
Pratt Institute	19	13
Rensselaer Polytechnic Institute	43	41
Roberts Wesleyan College	19	28
Rochester Institute of Technology	164	276
Russell Sage College, Troy	24	32
Siena College	103	35
St. Bonaventure University	16	19
St. John Fisher College	45	72
St. Joseph's College/Suffolk	117	43
St. Thomas Aquinas College	17	40
St. John's University	78	77
Syracuse University (including Utica)	110	197
Touro College	9	50
University of Rochester		51